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THE GROWTH AND DEVELOPMENT OF NEGRO
EDUCATION IN FULTON COUNTY, GEORGIA
1900-1955

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A. C. S.

DEDICATION

TO

MY AUNT

MRS. CARRIE SUMMERS

AND

MY CHILDREN

ALBERT J. H. SLOAN, II

AND

CARNELLA ANNE SLOAN

A. C. S.

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CHAPTER I

INTRODUCTION

Introductory Statement.-- In the American Public School, plant and equipment, teacher-personnel, finance, curriculum, organizational levels of schools enrollment, and socio-economic factors influencing the enrollment have presented problems of major concern to all of the American people. There has always been the problem of developing these important factors in public education. Each of these factors play an important part in the overall development of the American public school. They work together for the maximum good, and if there is a lag in any one, then the others will be proportionately affected. The American people have steadily striven for the best development of these factors.

Rationale.-- "It is only by knowing the past that we understand the present, for the present is merely one phase of a development which has been underway continuously since human history began. To be an intelligent citizen of his community a man must know the history of the making of it. No social life has been maintained without the guiding facts of history. History reveals the weaknesses, strengths, accomplishments, and achievements of a group and thereby serves as a guide for the blue-printing of the future."¹

Growth and development should be our fundamental consideration when thinking of educational movements. This fact applies to individuals and

¹

E. Wallis and C. Wallis, Our Social World (New York: Macmillan Company, 1940), p. 128.

to social and national groups or civilizations as a whole.

At its best history is studied and taught so that people may learn and square up their beliefs and attitudes with the facts that they discover. Without history no one would know anything about his ancestors, no one would know his own rights or those of his fellowmen; no one's possession would be certain or valid; what one should follow and what one should avoid is only revealed through history.

In view of the importance of history, the history of education is no less important. Since there is no organized record of the development of education for Negroes in Fulton County, Georgia, the writer is motivated to make a historical study of the development of education for Negroes in Fulton County, Georgia from 1900-1955.

Statement of the Problem.-- The problem involved in this study was to trace the growth and development of Negro education in Fulton County, Georgia during the period of 1900-1955. The following are the specific aspects of Public Education which are in this study: teacher personnel, expenditures, curriculum offerings.

Scope and Limitation of Study.-- This study was concerned with the period between 1900-1955. This period was chosen because it marks the occurrence of the largest number of significant events in the development of Negro schools in Fulton County, Georgia. Unfortunately, there are many gaps in the data pertaining to the development of the Negro schools in Fulton County, Georgia, because records and reports were not continuously kept from year to year until most recently. However, the writer believes that, in the main, the picture to be presented throughout the study is in line with the prevailing conditions.

Purpose of the Study.-- The major purpose of this study has been to

give an account of the development of Negro education in Fulton County, Georgia for the period of 1900-1955. The specific purposes of this research were as follows:

1. To determine the historical setting of Negro education in Fulton County, Georgia for the period of 1900-1955.
2. To determine the leaders and what their contributions were to the Negro schools in Fulton County, Georgia for the period of 1900-1955.
3. To determine the status of Negro educational personnel in the schools of Fulton County, Georgia during the period of 1900-1955.
4. To determine the development of plants and facilities of the school for Negroes in Fulton County, Georgia for the period of 1900-1955.
5. To determine the trends of curricular offerings in the Negro schools of Fulton County, Georgia for the period of 1900-1955.
6. To determine the enrollment and average daily attendance in the Negro schools of Fulton County, Georgia during the period of 1900-1955.
7. To determine the educational trends in the development of the Negro schools of Fulton County, Georgia.
8. To determine the trends of certification, and qualifications of the teachers in the Negro schools of Fulton County, Georgia.

Definition of Terms.-- The significant terms which was used throughout this study are characterized in the statements to follow:

1. The term, "County School System," as used in this study, refers to the unit of public schools within a political county supervised and directed by its own administrative personnel.

2. The term, "educational personnel," as used in this study, refers to all of the teachers, principals, and supervisors, together with the superintendent and school Board Members wherever possible.
3. The term, "curriculum," as used in this study, refers to all of the experiences and activities in the program of the school and under its immediate direction and guidance.
4. The term, "School enrollment," as used in this study, refers to enrollment at any time during the period for which total enrollment is being reported.
5. The term, "consolidated school," as used in this study, refers to a large school unit which has been made possible by the merger of two or more small school units.
6. The term, "Fulton County," as used in this study, refers to all of the geographic area known as Fulton County with the exception or exclusion of the area designated as the "City of Atlanta."

Locale of the Study.-- The locale of this study is Fulton County.

Fulton County was set off from Dekalb County and was named for Robert Fulton the inventor of the steamboat. It was created by the legislature in December, 1853 and organized early in 1854. It has been the site of the capital of Georgia for sixty-seven years.

Before the merging of Campbell County, Milton County and Roswell District with Fulton County in 1932, this county had a population of 318,587; sixty-eight per cent were white and more than 98 per cent were native born. There were in 1930 in Fulton County 77,715 families, averaging 4.1 persons.

Fulton County had a population of 564,000 as of 1957. This population is scattered over an area of 531.0 square miles. It is situated

a little northwest of the center of the state and is bounded on the north by Gwinnett County, on the East by DeKalb, on the south by Coweta County and Clayton, and on the west by Fayette and Cobb Counties.

Fulton County had 45 schools in 1950, 38 white and seven Negro, serving 20,935 pupils outside the city of Atlanta. The members of the Board of Education are appointed by the grand jury and adopts the program and policies which are administered by the County superintendent of schools who is elected by the voters.

There has been rapid growth in enrollment in the Fulton County Schools. Before the transfer of 38 schools to the city of Atlanta, the present enrollment almost equals the number enrolled.

It was not until 1912 that state provisions were made for public high schools and not until 1920 that a County tax for education was made mandatory. During the ten year period from 1905 to 1915, however, standards of education improved which indicates an awareness of Georgians to the needs of an educated populace, especially if Georgia was to develop its resources and its people were to keep pace with other states in the union.

The seven remaining colored schools of Fulton County are: (1) The Jefferson Franklin Beavers; Fairburn Elementary; Bailey-Johnson Elementary; Palmetto Elementary; East Point Elementary; South Fulton High and Stonewall Elementary.

The Jefferson Franklin Beavers School, located in College Park, Georgia, which has a population of 3,411 Negroes and 10,079 whites. Fairburn Elementary School is located in Fairburn, Georgia. The Fairburn Community has an approximate population of 660 Negroes and 1,540 whites. The Bailey-Johnson Elementary School is located in Alpharetta, Georgia,

thirty miles northwest of Atlanta. The population is approximately 600 Negroes and 1140 whites. The Palmetto Elementary School is located in Palmetto, Georgia, twenty-six miles south of Atlanta. Palmetto is centered in a community of approximately 378 Negroes and 1,971 whites. Thirteen teachers make up the faculty. East Point Elementary School and South Fulton High School are located in East Point, Georgia. The population is approximately 4,173 Negroes and 27,927 whites. Stonewall Elementary School is located off highway 29 between the communities of Red Oak and Union City, Georgia. The approximate population of Union City is 319 Negroes and 1,361 whites.¹

Operational Steps.-- The data necessary to the development of this study were gathered, organized, analyzed, interpreted and presented through the following procedural steps:

1. The superintendent of the Fulton County Public Schools was asked permission to carry on this research.
2. The literature pertinent to this study was reviewed, summarized and presented in the thesis.
3. The official records of the Superintendent of Schools were surveyed and the necessary data on Negro Education abstracted from the records for the purpose of this study.
4. Interview patterns were structured to obtain necessary supplementary and substantiating data from the subjects being interviewed.
5. The findings, implications, conclusions and recommendations as derived from the analysis and interpretation of the data is

¹

Superintendent's Annual Report, 19 .

presented in the finished thesis-copy.

6. The Supervisor, principal and teachers of Negro schools were asked to cooperate in the conduct of this study.
7. The data on Fulton County were collected, grouped and organized within the following categories: Historical setting of education for Negroes in Fulton County, personalities concerned with the development of the schools, the schools in the Fulton County System.

Description of Subjects.-- The subjects involved in this study were the following: The total educational personnel, including the school, the school board members, students and citizens directly and indirectly concerned with the Negro public schools of Fulton County during the period of 1900-1955.

Description of Documents.-- Documents used in this study included the following:

- (a) School Records.
- (b) Annual Reports.
- (c) Superintendent's Annual Reports submitted to the State Board of Education.
- (d) Records and minutes of the Fulton County Board of Education for the period of 1900-1955.

Value of the Study.-- The probable value of this research may be characterized as follows:

1. This study may reflect new needs to be provided for in educational programs for Negroes of Fulton County, Georgia.
2. It may intensify the desire for leaders to work for the promotion of Negro education in Fulton County, Georgia.

3. It may serve as a reference for further study.

Survey of Related Literature.-- One of the best summaries of the early history of education, and its relation to schools today, has been by Reeder. He says that:

Education was first carried on in the home but the coming of the industrial revolution and the rapid development of the scientists. Life grew more complex and the need for education also mounted. The social heritage soon became too large, and society soon grew too complex for parents to provide the proper quality and quantity of education for their children. Parents gradually came to see that they did not have the time nor the specialized knowledge to organize and present the necessary experiences for their children. When these problems and handicaps were recognized by their parents, schools were established, and teachers employed to provide some of the training which formerly had been given by parents.¹

Bond found in his study of Negro Education in Alabama that:

The enabling Act of March 2, 1819 by which Alabama was admitted as a State, confirmed this action. The first educational legislation in Alabama provided for the establishment of a public school system was enacted in 1826. Dealing particularly with Mobile County, the bill gave that local unit the right to establish a board of commissioners for the Public Schools; and endowed the board with the right to raise funds from proceeds of land grant sales, fines, and penalties. The first school for Negroes established under the joint auspices of a mission board and the Army was at Huntsville, in 1863, when that Tennessee Valley city fell into the hands of the Federal Army.

The American Missionary Association in cooperation with the Freedman's Bureau established a school for Negroes in Mobile as early as 1865. These first schools were supported at least in part, by tuition fees. In 1869 Mobile was reported to have free public schools for Negroes.²

Teacher Personnel.-- When salaries of professional groups are compared the teachers are at the bottom of the list. The public either has

1

Ware G. Reeder, A First Course in Education (New York: The Macmillan Company, 1947), pp. 24-25.

2

Horace Mann Bond, Negro Education in Alabama (Washington, D. C.: The Associated Publishers, Incorporated, 1939), pp. 75-81.

not been able financially to pay teachers a salary comparable with their required training and service or it has not been convinced that they are worthy of a greater monetary reward.

Shortly after the depression of 1930, teacher's salaries began to decline and continued to do so until 1934. Since then, salaries have had a gradual increase and a rapid one during the Second World War. However, they are still far short of what they should be.

In the early 1940's the problem of the "emergency-teacher" was reported thusly by the research division of the National Education Association:

In 1939-1940, there were relatively few classroom teachers who did not hold "regular" certificates for teaching in their respective states. While state standards of preparation required of emergency-teachers vary widely, as they do also for those holding standard certificates, the total number of emergency-teachers within a single state and for the nation as a whole is indicative of the shortage of qualified teachers.¹

Further, the rising tide of the emergency-teacher of the 1940's was described in these words by another report of the Research Division of the National Education Association:

During the World War II when many teachers entered the armed services and others took high-paying positions in business industry, and non-teaching governmental service, it was necessary for school systems each year to employ increasing numbers of persons not fully qualified for regular or standard certificates there was 1 in 340 of the public school teachers in 1940-1941; the proportion jumped to 1 in 7 by 1947-1947. Then the proportion declined steadily from year to year until it reached 1 in 15 in 1951-1952. The ratio continued to be 1 in 15 for 1952-1953 and 1953-1954.²

¹
National Educational Association, Research Division. Advance Estimates of Public Elementary and Secondary Schools for the School (Washington: The Association, 1953-54), p. 3.

²
Ibid.

In 1952 the status of the "emergency-teacher" was brought up-to-date by a late report of the Research Division of the National Education Association:

There were 70,000 emergency-teachers in 1951-1952. The outlook in October 1952 was that the total would decline to 64,000 in 1952-1953. The present survey indicates that actually public schools had to employ 69,626 in 1952-1953 and outlook for 1953-1954 is that the total will be 71,589. The "emergency-teacher" situation, thought to be condition which would disappear within 10 years after World War II, is apparently becoming critical again.¹

By 1870-1872 normal schools in Alabama were being established for teachers. The personalities in control of the content and objectives of schools for Negroes were the officials of the American Missionary Societies. Some personalities who influenced education in Alabama were Booker T. Washington, Jabez, L. M. Curry, politicians and educators.

Philanthropic influences were Carnegie, H. H. Rogers, Collis P. Huntington, Morris K. Jessup, Robert C. Ogden, associated with Peabody and the Slater Fund and Julius Rosenwald.

The National Education Association says that:

Fifty-four per cent of the holders of emergency certificates have less than four years of college preparation. It also reports that out of the 10,987 elementary-school classroom teachers that 10 per cent have less than four years college.²

Smith in a study of the development of the Georgia Public School System, 1900-1950, found that the evolution of the status of teachers in Georgia has been marked by a number of significant legislative acts. A few of the most influential legislative acts are as follows:

¹
National Educational Association, Research Division. Advance Estimates of Public Elementary and Secondary Schools for the School (Washington: The Association, 1953-54), p. 95.

²
Ibid., p. 59.

1. Law of 1886: Provided for a complete system of Georgia school, a state school commissioner, and teachers were to be examined and certified.
2. Law of 1887: The Denny Law raised the qualifications for teachers.¹

According to Henry:

In a study of the Development of the Public School System of Alabama, the development of Negro education in Alabama was typical of Negro education in the South. It was noted that the first attempt at Public Schools in Alabama were made in the year of 1854, and nothing was mentioned about Negro public education prior to 1858. It was discovered that the differential between factors in the development of Negro and white education were the sixteen section lands and philanthropic agencies. The greatest deterrent in the development of educational progress in Alabama was the poor school house and they still prove to be a problem in some degree. This problem of school houses was attributed to methods of securing financing for the school buildings.²

School Buildings.-- Cocking and Hooper studies 425 school buildings erected since 1945 in 47 states which were selected by the state departments of education as outstanding. They found a considerable range on size of site with 8.7 acres as the elementary school average and 18.1 acres as secondary school average. Full basements were found in only one-fourth of the cases. In size the elementary schools averaged 13 classrooms and the secondary average capacity of 726.³

1

Elizabeth Cook Smith, "A Study of the Development of the Georgia Public School System, 1900-1949" (Unpublished Master's Thesis, School of Education, Atlanta University, 1952), p. 32.

2

Indiana S. Henry "A Study of the Development of the Alabama Public School System, 1900-1948" (Unpublished Master's Thesis, School of Education, Atlanta University, 1950).

3

Walter D. Cocking and Robert L. Hooper, "America's Outstanding School Buildings, Built Since 1945," American School and University (New York: 1950), pp. 175-206.

Eckel made an intensive study of typical classrooms in 10 of the buildings included in the earlier study of Cocking and Hooper. Among the features found in more than two methods of glare control, accoustical ceiling, plastered walls, asphalt tile floors, rectangular shape, teacher's closet, wardrobes in the room, green chalkboards, light finishes and movable furniture. The status of the teachers in the public school has been a subject of much discussion. The following studies will give legislative actions and estimates of the prevailing conditions concerning the status of teachers.¹

To show that legislative acts help to develop and support public education, Carter, in a study of Negro Public Education in East Baton Rouge Parish, Louisiana, 1861-1951 states that:

A bill passed and ratified during a constitutional convention of the state of Louisiana provided for education for Negro and white children between the ages of six and eighteen years of age. It was also noted that the Constitutional Convention of 1898 which authorized Parish School districts to issue bonds for education purposes aided greatly in making public education effective and popular.²

There has been a steady trend toward increasing the proportion of school revenue derived from state sources and other agencies. Smith in her study of the Georgia Public School System, pointed out the history of legislation supporting public school:

1. Law of 1777: recognized the need for systemized public education. The assembly by an act adopted February 5, 1777 provided

¹
Howard Eckel, "Features of Outstanding Classrooms," American University. Twenty-Third Annual Edition (New York, 1951), pp. 175-206.

²
Doretha Ellis Carter, "A Historical Study of Negro Public Education in Baton Rouge Parish, Louisiana, 1861-1951" (Republished Master's Thesis School of Education, Atlanta University, 1952), p. 13.

that schools were to be erected in each county at general expense of the state.

2. Law of 1887: The assembly of 1887 provided that thereafter no appropriations for education other than for elementary schools should be except to the University of Georgia.
3. Law of 1912: The 1912 Amendment made the high school a part of the Public School System.¹

School Enrollment.--- The factor of a markedly increased "birth-rate" as it has influenced the rise in school enrollments is emphasized in the statement below:

The United States Office of Education predicted that the impact of the record number of births on the elementary school will reach its peak during the year of 1955.²

Edwards explained the high birth of 1940 as a result of "using up the backlog" of postponed babies, borrowing from the future, and an age distribution favorable to a high birth rate.³

In Bond's study of Negro Education in Alabama, he says this concerning enrollment:

An analysis by areas within the state shows that much of the improvement in the enrollment in Negro schools is due to the progress made in the urban and industrial Centers. The industrial "Mineral Area" showed 1930 a high percentage of 89.14 Negro educates enrolled, as compared to a low of 53.06 per cent in the Black Belt. The increased enrollment in the Negro Public Schools of Alabama from 1920 to 1930 has not been accompanied by a corresponding development of efficiency which might be expected to

1

Elizabeth Cook Smith, op. cit.

2

United States Office of Education, Federal Security Agency, First Progress Report of the School Facilities Survey. Superintendent of Documents (Washington, 1952), p. 77.

3

Newton Edwards, "Educational Implications of Population Change," Elementary School Journal, 48 (January, 1948), pp. 250-257.

redistribute more normally, grade placement throughout the system.¹

On the basis of an analysis of the research studies in the field Davis rejected the adequacy of these explanations, and suggested that the increase in births might be explained in a sort of natural selection, and an altered social view with respect to desired family size.² The revolutionary increase in the school enrollment is the product of many forces: namely births intense migration, World War II, changes in population, income, etc. The commission on Life Adjustment Education for youth reports that:

The population first doubled within about 20 years of the birth of the nation. The second and third doubling each required about 25 years, and the fourth about 40 years. The latest doubling between 1900-1950. This slowing up of the population has resulted chiefly from (1) increased restriction on immigration, especially after 1921; and (2) a declining birth rate. These factors in turn have markedly decreased the proportion of youth of high school age born abroad or having foreign born parents. The percentages of youth in the total population is smaller. These circumstances help to explain the increased population interest in secondary education, youth in school through grade 12.²

Other factors mentioned by the Commission are as follows:

There has been a continuous shift of population from farms and villages to the cities and suburban areas, (2) improved transportation and communication, and (3) low income families.³

Other studies on the marked rise in school enrollments are reported elsewhere. The United States Office of Education predicted that the impact of the record number of births on the elementary school will reach

1

Horace Mann Bond, op. cit., pp. 255-256.

2

The First Commission on Life Adjustment Education For Youth, Vitalizing Secondary Education (Washington: United States Government Printing Office, 1951), pp. 62-69.

3

United States Office of Education, Federal Security Agency, First Progress Report of the School Facilities Survey. Superintendent of Documents (Washington: United States Government Printing Office, 1952), p. 77.

its peak during the year of 1955.¹

The United States Census of 1950 reports that:

The increase in the enrollment of the American Public School has doubled itself every ten years since 1890. This increase in the American Public Schools' enrollment is felt in all areas of the educational set up. Educators have striven through the years to solve the enrollment problem along with the many changes it has brought.²

The California Elementary School Administrators Association reports the following figures on population increase:

"A 51.9 percent population increase in the period 1940-1950; Also that in Richmond, California at the beginning of World War II the enrollment in 1944 was 12,501, and in 1950 the enrollment had increased to 41 per cent over the 1944 level. Studies made by the nationally known organization reveal the mammoth increase in the public school enrollment and reported by the United States Department of Commerce Bureau of Census states: That in October 1950 the number of children 7 to 13 years old attending school was nearly 18,000,000, and increase of about 725,000 over the previous year, and the number of children 5 and 6 years old enrolled in the kindergarten was nearly 4,300,000."³

The National Education, Research Division, estimated in a special report in March, 1953, "that the 1953-1954 enrollments in public elementary schools would be 23,105,000; in grades 9 through 12; 6,061,000 a total for all public schools of 29,166,000."⁴

Curricular Offerings:-- The role of the school and community in terms of curricular offering is found in the writing shown here:

1

United States Office of Education, Federal Security Agency, First Progress Report of the School Facilities Survey. Superintendent of Documents (Washington: United States Government Printing Office, 1952), p.

2

Ibid.

3

National Education Association, Research Division, "The Outlook for School Enrollments" (The Association United States Department of Commerce Bureau of Census, October, 1951), p. 15.

4

United States Office of Education, op. cit.

Shane studied thirty-five elementary systems and described that their enriched curriculum at all grade levels included art, music and physical education, also at the intermediate level have economics workshop, and science experiences.¹

Neal in his discussion of the Southern Negro in a changing economy suggests:

That our basic education should be technical or practical, but should be concerned with the development of the intellect. We should provide the students in the elementary grades with basic manual skills and stimulate his ambitions and intellectual life. It should not be necessary for rural and small town boys and girls to leave home for the large city for learning. The teacher ought to be equipped so that the school, however small, can bring the best advantages of city life to the people in backward areas. Education developed along these lines is the only bulwark we have to keep people free.²

Easley states that:

The curriculum offering of the Dalton school included a list of at least twenty-nine subjects, such as reading, spelling, writing, arithmetic, drawing, language, geography, health, or science, general science, biology, chemistry, english grammar, literature and life, history (World, U. S. and Georgia), algebra, geometry, home economics, occupational guidance, music, health education, general mathematics, economics, civics, manual training and sociology.³

Myers list the following:

1. Curriculum objectives must formulate, and all steps must be taken in accordance with these objectives.
2. The formulation of such objectives demand consideration of (a) the world in which we live (b) the kind of world in which we

¹ Sigmund Folger, "The Program of Elementary Education," High Points (May, 1951), pp. 9-30.

² Ernest E. Neal, "The Education of the Southern Negro in a Changing Economy," The Journal of Negro Education, XXII (June, 1953), pp. 219-220.

³ Cornelia M. Easley, "A Historical Study of The Development of Negro Education in Dalton, Georgia during the Period of 1886-1955" (Unpublished Master of Arts Thesis School of Education, Atlanta University, 1956), p. 22.

should live, and (c) our philosophy of the educative process.

3. Material of instruction must be selected, organized and administered in accordance with the formulated objectives.
4. The proceeding steps should be tested and the results should be evaluated.¹

Extra-Curricular Activities.-- The extra-curricular program of the school should be one of major concern and should be planned by teaching personnel and pupils. Barelet sees two justifications for the extra-curricular activity program. First they offer the school its best opportunity to help people do certain desirable things that they are going to do anyway, namely: take each according to his ability, those qualities of leadership, initiative cooperation and intelligence; Second, spontaneous interest and activities of the adolescent and through these to higher types of activities and make them both desired and possible of attainment. Foster reported in a study that:

The activity program should meet the needs of the school. Before a new activity is approved by the school official, there should be assurance that it will meet the need of the school pupils, are sufficiently interested in it to support it, and that there is in the school a teacher who is qualified to direct the activity.²

Financing the Public School.-- Financing the public school has always created a problem; agencies of various kinds have given financial support to public schools.

In writing about Negro Education in Alabama, Bond also records this:

¹
C. R. Foster, Extra-Curricular Activities in the High School (New York: Gin and Company, 1937), p. 56.

²
Adolph E. Myer, The Development of Education in the Twentieth Century (New York: Prentice Hall and Company, 1939), p. 95.

The story of education of Negroes in Alabama during the last three decades would have little of novelty compared to prior periods, were it not for the influence of certain philanthropic agencies.

The influence of the Peabody Fund on the Public education of Negroes in Alabama was fragmentary. Appropriations were small and came to a time when larger funds from governmental and religious sources were making a more substantial contribution to the development of a public school system.

In 1914 the Peabody Fund was dissolved and \$350,000 turned over to the Slater Fund. In 1882 John F. Slater of Norwich, Connecticut, gave \$1,000,000 to be used for education of Negroes.

The first County Training School in Alabama was established in Coosa County in 1913. From 1882-1930 the Slater Fund appropriated \$705,105 to the cause of education of Negroes in Alabama.¹

The need for supervision of Negro schools was supplied through the activities of the Negro Rural School Fund (Anna T. Jeans Foundation) inaugurated in 1907 by a Philadelphia Quaker woman. In 1902 Miss Jeanes gave \$10,000 to Hampton Institute and a similar amount to Tuskegee. Other agencies that supported the schools in Alabama were: The General Education Board and the Phelps-Stokes Fund, also the Julius Rosenwald Fund. Smith in a study of the development of the Georgia Public Schools points out that the sources of revenue that influenced public school development were:

The Julius Rosenwald Fund.--- The Julius Rosenwald Fund came into being October 30, 1917. This fund is largely responsible for a large number of Negro school buildings in Georgia, Negro education in Georgia, donating \$44,798.73 in 1930-1931 and 1931-1932, \$14,252.47.

The Peabody Fund.--- The Peabody Fund began donations in Georgia in 1871, for growth and development of public schools; to supply scholarships;

1

Horace Mann Bond, op. cit.

and to establish institutions in the south. It furnished to Georgia in all \$94,000, between 1871-1877.

The General Education Board.-- The General Education Board was organized by John P. Rockefeller, January 15, 1902 for the purpose of promoting education within the United States. Without distinction of race, creed or sex. The Negroes in Georgia in such areas as building, transportation, teacher training institutions, vocational education, and libraries. The General Education Board helps to finance the Negro Division of Education in the State Department of Education by annual appropriations of \$3,500.00.¹

The Anna T. Jeanes Fund.-- Anna T. Jeanes set aside \$100,000 in the South. The Jeanes Fund has been used to pay part of the salary of Jeanes Teachers. There were 88 Jeanes Supervisors located in 91 counties in Georgia in 1946. The Jeanes Fund donated \$9,000 to Georgia in 1930-1931 and \$10,425 in 1931-1932.

The Minimum Foundation Program.-- Enacted by the General Assembly in 1949, is likely to go a long way in raising the level of education in Georgia, by providing for every person attending the public schools in the state.

The John F. Slater Fund.-- Was established for the development of education facilities for Negroes. In the beginning the Slater Fund gave attention to the development of larger and better schools in each county to secure as a model for the county: Noted that the trustees of a school

1

Elizabeth Cook Smith, "A Study of the Development of the Georgia Public School System, 1900-1950," (Unpublished Master of Arts Thesis, School of Education, Atlanta University, 1952), p. 32.

can have a "Split" session with only the consent of a majority of the patrons.¹

The factors that influenced the enrollment are: (1) Lack of enforcement of compulsory school attendance laws, (2) Transportation of children from out lying sections and the extension of the city limits, (3) Improvement of roads.² Bond says that:

Great foundations succeeded to the work of many individuals after a period in which the cause languished. These foundations have synthesized work among Negroes, developed leadership within the race, and provided physically and spiritually for the growth of opportunities for Negro children. These opportunities would not have come from any other source.

While philanthropic societies have policies based on historic trends, their success has been as varied as the direction of those trends. From the first, however, philanthropic aid has enabled the genius boys and girls to find fulfillment where the state could not or would not assume responsibility.³

Summary of Related Literature.-- The review of literature pertinent to this study was divided into these areas: (1) Plant and facilities, (2) Educational Personnel, (3) Organizational Levels, (4) Curricular Activities, (5) Enrollment, (6) Factors Influencing Enrollment, and (7) Expenditures.

The trend in school building is toward one-story. The facilities are of the modern type that gives comfort to the child along with a cheerful atmosphere.

1

Robert M. Lester, The Corporation and the Jeanes Teachers (New York, 1938), p. 10.

2

Ray W. Rubert, (ed), "School Law and Compulsory School Attendance," Mississippi Educational Journal, XXV (October, 1953), p. 7.

3

Horace Man Bond, The Education of the Negro in the American Social Order (New York, 1934), p. 150.

In 1939-1940, there were relatively few classroom teachers who did not hold "regular" certificates for teaching in their respective states. During World War II, the number of persons employed held substandard certificates 1 in 340 of the public school teachers. The proportion jumped to 1 in 7 by 1946-1947. The proportion declined steadily from year to year until it reached 1 in 15 in 1951-1952.

Financial support of the public school is derived from the following, state local units, bond issues and property taxes, etc. Property tax constitute approximately 98 per cent of all local school revenue.

The curricular offering hasn't changed very much during the years. The basic courses are still centered around the three "R's" accompanied by certain courses set up by the local unit. The greatest changes are the time and arrangement of the courses...the core curricular idea. The curriculum has remained more static in the senior high school than at any other level in public education.

There are several patterns of organization for the American public school, namely; 8-4 plan, 6-3 plan, and K-7-5 or K-8-4 plan.

The enrollment in the public high school has been on the increase since 1890. It has doubled itself every ten years since that time except during World War II. There was a slight decline in the enrollment during World War II, but it increased immediately following the war. In this same consideration it is to be noted that the enrollment in the public elementary schools in America have shown tremendous increase during the past forty years. Socio-Economic factors that influenced the increase in the school population were birth, interval migration, World War II, changes in population, and income.

Value of Study.-- The writer hopes that insight may be gained for

future planning by focusing attention upon the kind of obstacles which were overcome in the development of the Negro Public School System of Fulton County, Georgia.

The writer believes that a historical review of the development of the Negro Public School System of Fulton County, Georgia, the forces and personalities that have influenced that development in the past may serve as a frame-of-reference for whatever improvement and modification that are to come in the future.

The writer believes that the value of this study will be helpful in giving the reader a clear understanding of the development of the Negro Public School System of Fulton County, Georgia, for the years, 1900-1955 with regard to the following: Historical setting, pioneers, levels of organization, plants and facilities, status of teaching personnel, and curricular offerings.

CHAPTER II

ANALYSIS AND PRESENTATION OF DATA

Introduction.-- This chapter is concerned with the presentation and analysis of data on the growth and development of Negro education in Fulton County, Georgia during the period 1900-1955.

The data will be presented under the following captions:

- A. Historical Setting and Development.
- B. School Plants.
- C. Distribution of Teachers.
- D. Qualification of Teachers.
- E. Pupils.
- F. Distribution of Population.
- G. Enrollment Distribution.
- H. Average Daily Attendance.

Historical Setting.-- The constitutional evolution of a public school program that preceded the founding of Fulton High School, the political and physical forming of the county itself, the composite people who gradually made their way from all sections of the state to Fulton County comprise in part the beginning of Education for Negro Youth in Fulton County.

To have nurtured a program of progress in spite of economic and political adversities during transitional changes in the culture of the people reflects something of the stalwart character of the people. The initiative of this high school program was of course due to the wisdom and judgment of the educators, but the execution of the program, keeping

it in operation through the years was due to the courage and determination of the people themselves.

The principle that the wealth of the state should be taxed to afford equal educational opportunities to all is slowly becoming a reality. The limiting factor that accounted for a slow beginning was that there was so little wealth to be taxed in an area still suffering from the devastation of the Civil War. The philosophy of the pioneer educators and their educational objectives had to deal with the problem of reconciling elements of an outmoded culture with one of rural-urban pattern. The curriculum was also caught in the transition of culture and had to be reconciled with the needs and interests of the children.

The development of a high school for the Negro Youth in Fulton County was initiated in 1928, thirteen years after the founding of Fulton High School for white youth.¹ There was no school plant nor facilities for Negro High School Students during that time. According to the Superintendents' report,² from 1928-1931 there were no records showing Negro attendance in High school from Fulton County. In 1929-1930 - Fulton County paid \$3,724.98 to the City of Atlanta for Negro High School pupils. In 1930-1931, the county paid the City of Atlanta \$2,655.00. However the period from 1925-1927 has no record of any eighth grade pupils. In 1927-1928 there were 25 students in the eighth grade at East Point resulting from the merging of school systems.

Dr. Brittian in his report to the Grand Jury in 1910,³ cited instances

¹
Minutes, January 17, 1918.

²
Superintendent's Annual Reports, 1925-1931.

³
Superintendent's Annual Report to the Grand Jury of Fulton County, 1910.

of the Negro school population's effort to get an education, showing that they took the initiative in obtaining their own school houses.

Absence of recorded statistical data on Negro students indicates that progress from 1910 to 1925 was not great. The Board¹ has recorded steps taken after 1925 to provide adequately for Negro elementary education as necessary means toward the development of high schools for Fulton County Negro Youth.

Whether it was indifference, prejudice, or stark financial stress, the Board of Education in 1918 failed to take action to secure funds from the Rosenwald Foundation to build Negro rural schools at the time when this was proposed by George D. Goddard of the State Department of Education.²

In February, 1925, the Superintendent did make application for Rosenwald Funds with which to build three Negro elementary schools: Battle Hill, Springfields and Blakeville.³ Again in March, 1927, when allocations seemed likely to be reduced \$200 per building, the superintendent made application for a four-room building in Hapeville and an eight-room building in South Atlanta.⁴

In the fall of 1927, when application was made to the Rosenwald Fund for a school in East Point, plans were altered to include the eighth and ninth grades in order to take advantage of an additional \$700 available

¹
Minutes - State Board of Education, February 12, 1925.

²
Ibid., January 17, 1918.

³
Minutes - February 12, 1925.

⁴
Ibid., March 17, 1927.

if high school grades were included.¹ Upon completion of the building and the merging of the schools of East Point; College Park, Campbell and Milton Counties with the Fulton County School System; East Point was one of the four Negro schools having work beyond the seventh grade level. These four continued to operate separately until 1949-1950, when they were consolidated into South Fulton High School in East Point.

School Plants.-- In order to promote the high-school program initiated in 1928-1929, the Board of Education had to upgrade the Negro school population by providing throughout the county territory, elementary schools as feeders for a consolidated high school. The data in Table I, page 27 indicate that the period beginning 1900, there were 11 Negro schools in Fulton County. Of this amount only one or 9.09 per cent of them was owned by the county.

During the same period there were twenty-eight schools in Fulton County for white pupils. Of this amount 16 or 57 per cent of them were owned by the county and 12 or 43 per cent were not county property. During the period 1905, there were 14 Negro schools and 24 white schools in Fulton County. All were owned by the county. From 1905 through 1955 Fulton County owned all of the white and Negro schools in the county, however from 1910 through 1914 there were only 13 Negro schools as compared to 27 white schools. During the period 1915 both the number of white and Negro schools increased by two. The period 1920 still showed an increase in the total number of schools (Negro and White). Beginning the period 1930-1934 the number of schools increased slightly but the period 1935-1939 showed a remarkable increase in that the five year period,

¹

Minutes - September 20, 1927.

TABLE 1

DISTRIBUTION OF THE NUMBER OF SCHOOLS (NEGRO AND WHITE) IN FULTON
COUNTY, GEORGIA FOR FIVE YEAR PERIODS (1900-1955)

Year	Negro						White					
	County Owned		Non County Owned		Total		County Owned		Non County Owned		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
1900	1	9.09	10	90.90	11	100	16	57.	12	43	28	100
1905	14	100	0	0.00	14	100	24	100	0	0	24	100
1910	13	100	0	0	13	100	27	100	0	0	27	100
1915	15	100	0	0	15	100	29	100	0	0	29	100
1920	16	100	0	0	16	100	30	100	0	0	30	100
1925	19	100	0	0	19	100	29	100	0	0	29	100
1930	20	100	0	0	20	100	37	100	0	0	37	100
1935	37	100	0	0	37	100	53	100	0	0	53	100
1940	39	100	0	0	39	100	55	100	0	0	55	100
1945	38	100	0	0	38	100	52	100	0	0	52	100
1950	31	100	0	0	31	100	54	100	0	0	54	100
1955	6	100	0	0	6	100	38	100	0	0	38	100

the Negro schools had increased by 17 and the white schools increased by 16 tiring the total increase in number of schools up to 33. The next period 1940-1944, both the white and Negro schools increased by two each and the period 1945-1949 showed a reduction in both white and Negro schools and the period 1950 showed a reduction of seven schools for Negro but the white schools increased by two. The period 1955 showed that the schools for Negroes reduced from 31 to six and the white schools from 54 to 38. This was caused by the City of Atlantas' expansion into areas then known as Fulton County.

Pupil Population.-- The data in Table 2, page 29 reveals that as early as 1900 there were 1,025 Negro students and 2,630 white students enrolled in schools in Fulton County. The number of male and female students of both races were almost equal. The period beginning 1905 saw an increase in both Negro and white students in schools in Clayton County. The period beginning 1910 showed that there were 497 Negro male and 572 Negro female for a total of 1,069 Negro students enrolled in schools in Fulton County. During the same period there were 1,463 white female and 1,391 white male for a total of 2,854 white students in Fulton County. During the five year period beginning 1915 there were 620 Negro male and 697 Negro female for a total of 1,217 Negro students enrolled. For the same period there were 2,121 white male and 1,979 white female for a total of 4,100 white students enrolled in schools in Fulton County. The period beginning 1920 still showed an increase. There were 808 Negro male and 802 Negro female making a total of 1610 Negro students enrolled in schools in Fulton County. During the same period there were 3,108 white male and 2,931 white female making a total of 6,039 white students enrolled. For the five year period beginning 1925 there were 789 Negro

TABLE 2

DISTRIBUTION OF THE NUMBER OF PUPILS (NEGRO AND WHITE) REGISTERED
IN FULTON COUNTY SCHOOLS; FULTON COUNTY, GEORGIA FOR
FIVE YEAR PERIODS (1900-1955)

Year	Negro			White		
	Male	Female	Total	Male	Female	Total
1900	520	505	1,025	1,350	1,280	2,630
1905	650	664	1,314	1,400	1,405	2,805
1910	497	572	1,069	1,463	1,391	2,854
1915	620	697	1,217	2,121	1,979	4,100
1920	808	802	1,610	3,108	2,931	6,039
1925	789	936	1,725	3,718	3,513	7,231
1930	1,282	1,375	2,657	6,424	6,098	12,522
1935	1,744	1,696	3,440	9,147	8,743	17,890
1940	3,149	763	3,912	10,420	10,062	20,482
1945	2,167	2,108	4,275	10,007	11,017	21,024
1950	1,493	1,521	3,014	3,383	3,407	6,790
1955	1,743	1,551	3,294	10,468	9,260	19,728

male and 936 Negro female for a total of 1,725 Negro students enrolled in schools in Fulton County. For the same period there were 3,718 white male and 3,513 white female for a total of 7,231 white students enrolled. The five year period beginning 1930 showed that there were 1,282 Negro male and 1,375 Negro female or a total of 2,657 Negro students enrolled in schools in Fulton County. During the same period there were 6,424 white male and 6,098 white female or a total of 12,522 white students enrolled in schools in Fulton County, Georgia. During the five year period beginning 1935 there were 1,744 Negro male and 1,696 Negro female for a total of 3,440 Negro students enrolled in schools in Fulton County. During the same period there were 9,147 white male and 8,743 white female for a total of 17,890 white students enrolled in schools in Fulton County. During the next five year period beginning 1940 there were 3,149 Negro male and 763 Negro female for a total of 3,912 Negro students enrolled in schools in Fulton County. During the same period there were 10,420 white male and 10,062 white female or a total of 20,482 white students enrolled in schools in Fulton County, Georgia. During the next five year period beginning 1945 there were 2,167 Negro male and 2,108 Negro female for a total of 4,275 Negro students enrolled. During the same period there were 10,007 white male and 11,017 white female or a total of 21,024 white students enrolled in schools in Fulton County. During the five year period beginning 1950 there were 1,493 Negro male and 1,521 Negro female for a total of 3,014 Negro students enrolled in schools in Fulton County. During the same period there were 3,383 white male and 3,407 white female for a total of 6,790 white students enrolled in schools in Clayton County. During the next five year period beginning 1955, there were 1,743 Negro male and 1,551 Negro female or a total of 3,294 Negro

students enrolled in schools in Fulton County. During the same period there were 10,468 white male and 9,260 white female for a total of 19,728 white students enrolled in schools in Fulton County.

The five year periods from 1900 to 1955 had been marked with a steady increase in school population of Negro and white students. The total number of Negro students ranged from a low of 505 during the five year period beginning 1900 to a high of 4,275 during the period beginning 1945. Because of the Plan of Improvement by the City of Atlanta the School population was reduced to 3,014 during the period beginning 1950 and has risen to 3,294 during the period beginning 1955. The white school population followed the same pattern as the Negro. The white population ranged from a low of 2,630 during the period beginning 1900 to a high of 21,024 during the period of 1945 then it decreased to 6,790 during the period 1950 then increased to 17,728 during the period beginning 1955.

Enrollment According to Grades.--- The data in Table 3, page 32 give the enrollment or school population of both white and Negro students in Fulton County from 1900 through 1955. Data for the five year periods beginning 1900 and 1905 were not available. The records, minutes and Superintendent reports for the periods beginning 1910 did not contain a report of enrollees from Fulton County. During the period beginning 1915, there were 386 Negro pupils in the first grade, 233 in the second grade, 224 in the third grade, 129 in the fourth grade, 86 in the fifth grade, 55 in the sixth grade and 29 in the seventh grade. There were no Negro students enrolled above the seventh grade. During the period beginning 1920 there were 414 Negro students enrolled in the first grade, 219 in the second grade, 155 in the third grade, 164 in the fourth grade,

TABLE 3

DISTRIBUTION OF THE ENROLLMENT OF STUDENTS (NEGRO) REGISTERED
IN SCHOOLS IN FULTON COUNTY, GEORGIA FOR FIVE
YEAR PERIODS (1900-1955)

Year	Negro											
	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth
1900												
1905												
1910	No Report From Fulton County											
1915	386	233	224	129	86	55	29					
1920	414	219	155	164	109	73	37					
1925	606	324	273	215	148	100	59					
1930	880	391	412	317	290	199	168					
1935	830	572	477	471	353	296	232	72	43	47	47	
1940	950	589	608	526	451	372	239	108	69			
1945												
1950	924	747	753	715	654	547	470	201	127	86	61	
1955	435	413	383	324	258	291	276	251	207	148	101	70

109 in the fifth grade, 73 in the sixth grade and 37 in the seventh grade. During the period beginning 1925; there were 606 Negro students in the first grade, 324 in the second grade, 273 in the third grade, 215 in the fourth grade, 148 in the fifth grade, 100 in the sixth grade and 59 in the seventh grade. During the period beginning 1930 there were 880 pupils in the first grade, 391 in the second grade, 412 in the third grade, 317 in the fourth grade, 290 in the fifth grade, 199 in the sixth grade and 168 in the seventh grade. During the period beginning 1935 there were 830 Negro students in the first grade, 572 in the second grade, 477 in the third grade, 471 in the fourth grade, 353 in the fifth grade, 296 in the sixth grade, 232 in the seventh grade, 72 in the eighth grade, 43 in the ninth grade, 47 in the tenth grade, and 47 in the eleventh grade. During the period beginning 1940; there were 950 Negro students in the first grade, 589 in the second grade, 608 in the third grade, 526 in the fourth grade, 451 in the fifth grade, 372 in the sixth grade, 239 in the seventh grade, 108 in the eighth grade and 69 in the ninth grade. There were no report of enrollees according to grades in Fulton County for the period 1945. During the period beginning 1950 there were 924 students enrolled in the first grades 747 in the second grade, 753 in the third grade, 715 in the fourth grade, 654 in the fifth grade, 547 in the sixth grade, 470 in the seventh grade, 201 in the eighth grade, 127 in the ninth grade, 86 in the tenth grade and 61 in the eleventh grade. During the period beginning 1955 there were 435 students in the first grades, 413 in the second grade, 383 in the third grade, 324 in the fourth grade, 258 in the fifth grade, 291 in the sixth grade, 276 in the seventh grade, 251 in the eighth grade, 207 in the ninth grade, 148 in the tenth grade, 101 in the eleventh grade and 70 in the twelfth grades.

The data in Table 4, page 35 reveals that there were no data available for Fulton County Schools from 1900 through the period beginning 1910. During the period beginning 1915 there were 1,919 white students enrolled in the first grades, 680 in the second grade, 610 in the third grade, 542 in the fourth grade, 410 in the fifth grade, 376 in the sixth grade, 291 in the seventh, 149 in the eighth grade and 23 in the ninth grades. During the period beginning 1920, there were 1,086 white students in the first grades, 691 in the second grade, 595 in the third grade, 580 in the fourth grade, 547 in the fifth grade, 240 in the sixth grade, 322 in the seventh grade, 136 in the eighth grade, 97 in the ninth grade, 93 in the tenth grade and 75 in the eleventh grades. During the period beginning 1925; there were 1,404 white students in the first grades, 1,003 in the second grades, 968 in the third grades, 903 in the fourth grades, 879 in the fifth grades, 721 in the sixth grades, 519 in the seventh grades, 393 in the eighth grades, 196 in the ninth grades, 144 in the tenth grades and 101 in the eleventh grades. During the period beginning 1930; there were 2,059 white students in the first grades, 1,798 in the second grade, 1,928 in the third grade, 1,468 in the fourth grade, 1,341 in the fifth grade, 1,228 in the sixth grade, 950 in the seventh grade, 799 in the eighth grade, 585 in the ninth grade, 343 in the tenth grade, and 223 in the eleventh grade. During the period beginning 1935; there were 2,244 white students enrolled in the first grade, 2,144 in the second grade, 1,986 in the third grade, 1,957 in the fourth grade, 1,845 in the fifth grade, 1,789 in the sixth grade, 1,694 in the seventh grade, 1,604 in the eighth grade, 1,196 in the ninth grade, 845 in the tenth grade and 591 in the eleventh grades. During the period 1940; there were 2,346 white students in the first grades, 2,235 in the

TABLE 4

DISTRIBUTION OF THE ENROLLMENT OF STUDENTS (WHITE) REGISTERED
IN SCHOOLS IN FULTON COUNTY, GEORGIA FOR FIVE
YEAR PERIODS (1900-1955)

Year	White											
	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth
1900												
1905												
1910	No Report from Fulton County											
1915	1,919	680	610	542	410	376	291	149	23			
1920	1,086	691	595	580	547	240	322	136	97	93	75	
1925	1,404	1,003	968	903	879	721	519	393	196	144	101	
1930	2,059	1,798	1,728	1,468	1,341	1,228	950	799	585	343	223	
1935	2,244	2,144	1,986	1,957	1,845	1,784	1,694	1,604	1,196	845	591	
1940	2,346	2,235	2,215	2,169	2,146	2,052	1,772	1,922	1,498	1,171	956	
1945												
1950	3,532	3,732	3,084	2,958	2,849	2,602	2,241	2,163	1,785	1,412	1,430	
1955	2,298	2,230	2,380	1,928	1,664	1,668	1,727	1,494	1,153	898	711	615

second grade, 2,215 in the third grade, 2,169 in the fourth grade, 2,146 in the fifth grade, 2,052 in the sixth grade, 1,772 in the seventh grade, 1,922 in the eighth grade, 1,498 in the ninth grade, 1,171 in the tenth grade and 956 in the eleventh grade. There were no report from Fulton County for the period 1945. During the period 1950; there were 3,732 white students in the first grades, 3,532 in the second grade, 3,084 in the third grade, 2,958 in the fourth grade, 2,849 in the fifth grade, 2,602 in the sixth grade, 2,241 in the seventh grade, 2,163 in the eighth grade, 1,785 in the ninth grade, 1,412 in the tenth grade and 1,430 in the eleventh grade. During the period beginning 1955; there were 2,298 white students in the first grade, 2,230 in the second grade, 2,380 in the third grade, 1,925 in the fourth grade, 1,664 in the fifth grade, 1,668 in the sixth grade, 1,727 in the seventh grade, 1,494 in the eighth grade, 1,153 in the ninth grade, 898 in the tenth grade, 711 in the eleventh grade and 615 in the twelfth grades.

During the period 1918, Negro students were enrolled in grades one through seven while white students were enrolled in grades one through nine. The periods beginning 1920 through 1930 showed no change in grades added to Negro schools; however for the same periods white students were enrolled in grades one through eleven indicating the addition of the tenth and eleventh grades. During the period 1935 Negro students in Fulton County were enrolled in grades one through eleven, indicating the addition of grades 8 through 11. However, the period beginning 1940 showed a deletion of grades ten and eleven. During the period 1950 grades ten and eleven were again added. The period beginning 1955 showed both white and Negro students enrolled in grades one through twelve.

Population.-- For comparative reasons, and to point out the total

growth of the populace of Fulton County the data in Table 5, page 38 is herewith presented. The data indicates that in 1900 there were 45,532 Negroes and 71,776 whites for a total of 117,363 persons in Fulton County. During the same period the City of Atlanta had a population of 89,872 persons. During the period 1910 the Negro population in Fulton County was 58,070; the white population was 119,663 for a total of 177,732 as compared to 154,839 for the City of Atlanta. During the period 1920 the population consisted of 70,252 Negroes, 162,354 whites, for a total population of 232,606 as compared to 200,616 for the City of Atlanta. During the period 1930 the population of Fulton County consisted of 101,571 Negroes, 217,011 whites for a total of 318,587 as compared to 270,366 for the City of Atlanta. During the period 1940 there were 123,063 Negroes and 269,823 whites for a total population in Fulton County of 392,886. For the same period the population of Atlanta was 302,288. The period beginning 1950 showed Fulton County's population to have consisted of 145,182 Negroes, 328,390 whites, for a total of 473,572. From 1900 through 1950 the number of whites has always been more than twice the number of Negroes in Fulton County. Both races have steadily increased yearly, showing a steady migration of people into Fulton County. The Negro population has increased from 45,532 in 1900 to 145,182 in 1950; while the white population has increased from 71,776 in 1900 to 328,390 in 1950.

Student Transportation.--- Bus operations for Negro students began in 1946-1947 by transporting students to the Old Campbell County Schools.¹

¹

Superintendents' Annual Report, 1946-1947.

TABLE 5

DISTRIBUTION OF POPULATION OF ATLANTA AND FULTON COUNTY,
GEORGIA FOR TEN YEAR PERIODS (1900-1950)

Year	Population of Atlanta			Population of Fulton County		
	Negro	White	Total	Negro	White	Total
1900	35,782	54,090	89,872	45,532	71,776	117,363
1910	51,978	102,861	154,839	58,070	119,663	177,732
1920	62,831	137,785	200,616	70,252	162,354	232,606
1930	90,119	180,247	270,366	101,571	217,011	318,587
1940	104,533	197,755	302,288	123,063	269,823	392,886
1950	121,416	209,898	331,314	145,182	328,390	473,572

Transportation was paid for by the Board during that period allowing each pupil a fixed fare per diem. The record for the year indicates twenty-six pupils paid \$544.43. This included five pupils to Little Grove at a cost of \$60.05.

A regular transportation system for Negro students developed in 1947-1948.¹ Milo Fisher operated a public bus to East Point from Fairburn, Palmetto, Little Groove and Red Oak, making four trips a day. The cost per pupil was \$22.48 per bus mile operated. In addition to the public bus service, the Board paid \$815.95 for forty-two pupils averaging \$19.43 per pupil. This system was expanded in 1949-1950 to include two public buses and three privately operated cars. The buses carried 206 pupils at a yearly average cost of \$21.18 per pupil. The private cars were more expensive as is indicated in Table 6.

TABLE 6

COMPARATIVE DATA OF TRANSPORTATION COST OF
NEGRO STUDENTS IN FULTON COUNTY
DURING THE PERIOD 1949-1950

Source Miles	Georgia Power Co. (6 miles per day)	Mr. Golightly (8 miles per day)	Mr. Strickland (17 miles per day)
Number of Students	18	1	17
Yearly Cost	\$200	\$11.70	\$1,368.24
Per Pupil Cost	\$11.11	\$11.70	\$80.48
Per Car Mile	\$0.095	\$0.027	\$0.260

¹

Superintendents' Annual Report, 1947-1948.

From the system in Table 6 the yearly cost per pupil was \$43.88; the car per mile operated cost was 20.3 per cents.

Attendance and Average Daily Attendance.-- The data in Table 7, page 41 reveals the total attendance, Average daily attendance, and the percentage average daily attendance of both the white and Negro students in schools in Fulton County, Georgia.

During the period 1910, there were a total attendance of 497 Negro male, 572 Negro female for a grand total of 1,069. The average daily attendance of the Negro student was 763 for a percentage of average daily attendance of 71.46 per cent. For the same period the white students had a percentage average daily attendance of 72.31. During the period beginning 1915; of the total 1,442 attendance of Negro students, the average daily attendance was 804 for a percentage average daily attendance of 71.27 per cent. For the same period the percentage average Daily attendance of the white students was 90.85 per cent. During the period 1920 the Fulton County Negro students had a total attendance of 1,171 and an average daily attendance of 1,050 for a percentage average daily attendance of 89.66 per cent. For the same period the white students had a percentage average daily attendance of 95.24 per cent. For the period beginning 1925 the total attendance for Negro students was 1,725. The average daily attendance was 1,380 for a percentage average daily attendance of 80 per cent. The percentage average daily attendance of the white students for the same period was 89.98 per cent. During the period 1930 the total attendance of Negro students was 2657; the average daily attendance was 2,155 and the percentage average daily attendance was 81.10 per cent. The percentage average daily attendance of white students for the same period was 88.40 per cent. During the period

TABLE 7

DISTRIBUTION OF ATTENDANCE AND A. D. A. OF STUDENTS IN
FULTON COUNTY, GEORGIA (1900-1955)

Year	Negro					White				
	Male	Female	Total	A. D. A.	Percentage A. D. A.	Male	Female	Total	A. D. A.	Percentage A. D. A.
1900										
1905										
1910	497	572	1,069	763	71.46	1,463	1,391	2,854	2,264	72.31
1915	540	602	1,142	804	71.27	2,021	1,979	4,000	3,634	90.85
1920	598	573	1,171	1,050	89.66	2,309	2,153	4,462	4,250	95.24
1925	789	936	1,725	1,380	80.00	3,718	3,513	7,231	6,507	89.98
1930	1,282	1,375	2,657	2,155	81.10	6,424	6,098	12,522	11,070	88.40
1935	1,744	1,696	3,440	2,785	80.95	9,147	8,743	17,890	16,020	83.91
1940	1,933	1,979	3,912	3,741	95.88	10,420	10,062	20,482	16,859	82.81
1945					No Report					
1950	2,721	2,564	5,285			14,056	13,732	27,788		
1955	1,643	1,551	3,194			9,468	9,339	18,807		

1935, the total attendance of the Negro students was 3,440. The average daily attendance was 2,785 for a percentage average daily attendance of 80.95 per cent. The percentage average daily attendance of white students for the same period was 83.91 per cent. During the period 1940 the total attendance of Negro students was 3,912. The average daily attendance was 3,741 for a percentage average daily attendance of 95.88 per cent. For the same period the percentage average daily attendance of the white students was 82.81 per cent. There was no report given for Fulton County for the period beginning 1945. The data for the periods 1950 and 1955 were incomplete.

From the standpoint of percentage average daily attendance, the attendance of Negro students has steadily increased from 71.46 per cent in 1910 to 95.88 per cent in 1940. The white students reached their peak in 1920 with a percentage attendance of 95.24 per cent. In 1940 the percentage average daily attendance was 82.81 per cent.

Teachers.--- The data in Table 8, page 43 show that in 1900 there were 15 Negro teachers of whom 5 were male and ten were female. For the same period there were 43 white teachers of whom 3 were male and 40 were female. All of the teachers were elementary teachers. During the period 1905 there were 15 Negro female elementary school teachers. There were 55 white teachers. Six were male and 49 female. During the period 1910 there were 20 female Negro teachers and 67 female white teachers. There were no male teachers, Negro nor white, in Fulton County during that period. During the period 1915 there were 21 female Negro teachers, 9 male white teachers and 71 female white teachers in the elementary schools. There were no Negro high school teachers but there were 8 male white high school teachers during the period 1920,

TABLE 8

DISTRIBUTION OF THE NUMBER OF TEACHERS (NEGRO AND WHITE) IN
FULTON COUNTY, GEORGIA FOR FIVE YEAR PERIODS (1900-1955)

Year	Negro						White					
	Elementary			High School			Elementary			High School		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1900	5	10	15	0	0	0	3	40	43	0	0	0
1905	0	15	15	0	0	0	6	49	55	0	0	0
1910	0	20	20	0	0	0	0	67	67	0	0	0
1915	0	21	21	0	0	0	9	71	80	8	0	8
1920	0	36	36	0	0	0	3	106	109	7	7	14
1925	0	39	39	0	0	0	3	176	179	11	18	29
1930	0	52	52	0	0	0	4	262	266	30	41	71
1935	3	83	86	2	0.3	2.3	10	375	385	54	83	137
1940	2	92	94	4	0.9	4.9	5	275	280	36	45	81
1945	2	100	102	4	0.7	4.7	3	349	352	24	99	123
1950	2	140	142	12	1	13	3	504	507	76	137	213
1955	5	69	74	22	4	26	10	399	409	87	121	208

there were 36 Negro teachers in the elementary schools as compared to 109 white teachers in the elementary schools and 14 in the white high schools. During the period 1925 there were 39 Negro teachers in the elementary schools as compared to 179 in the white elementary schools and 29 in the white high schools. During the period 1930 there were 52 Negro elementary school teachers as compared to 266 white elementary school teachers and 71 high school teachers.

The period 1935 brought about some changes in the school system of Fulton County for Negroes. There were 3 male and 83 female as a total of 86 teachers in the elementary schools and two male and 0.3 female or 2.3 teachers in the high school. During the same period there were 385 white elementary school teachers and 137 white high school teachers. During the period 1940 there were 94 Negro elementary school teachers and 4.9 high school teachers as compared to 280 white elementary teachers and 81 high school teachers. During the period 1945 there were 102 Negro elementary school teachers and 4.7 high school teachers as compared to 352 white elementary school teachers and 123 high school teachers. During the period 1950, there were 142 Negro elementary teachers and 13 high school teachers as compared to 507 white elementary and 213 high school teachers. During the period 1955 there were 74 Negro elementary school teachers and 26 high school teachers as compared to 409 white elementary and 121 high school teachers.

The period from 1900 to 1955 showed a slow but progressive step in the number of teachers involved. From 1900 through 1930 there were no Negro teachers assigned above the seventh grade. During the period 1935 there were 2.3 teachers assigned to the 8th and ninth grades. From 1940 through 1950 the number of Negro teachers increased in both the

elementary and high schools. However, during the period 1955 the number of Negro elementary teachers decreased and the number of high school teachers increased. The decrease in elementary teachers came about because some of the schools were annexed to the Atlanta School System through the City Plan of Improvement.

Teachers Certification.--- Prior to 1885 very little had been said relative to the qualification of teachers. During the Period of Reconstruction, teachers were poorly equipped and poorly paid. However under the Denny law of 1887 qualifications for teachers were raised, but, a lack of qualified teachers worked a hardship on county authorities and teachers. To meet this emergency it became necessary for the county and state (Georgia) to grant temporary licenses.

The data in Table 9, page 46 indicate that during the period 1900, both white and Negro teachers held normal licenses only. There were no teachers qualified for the Professional certificate in Fulton County. There were no data available on teacher certification for the period 1905. During the period 1910 the Negro teachers had upgraded their certificates, there were 19 teachers holding the General Elementary Certificates and one with the Primary License. There were 49 white teachers holding Primary licenses and 30 with the Normal certificate. There were no data available on teachers certification for the periods 1915 and 1920.

Beginning 1925, teachers licenses took on a new form. There were no more Normal certificates issued. This period saw both the white and Negro teachers certificates upgraded. The data show that during 1925, 28 Negro teachers held the Professional Certificate, 10 the Provisional and only 1 with the High school license. There were 80 white teachers

TABLE 9

DISTRIBUTION OF THE NUMBER OF TEACHERS (WHITE AND NEGRO) IN FULTON
COUNTY, GEORGIA, HOLDING THE VARIOUS FORMS OF CERTIFICATE
FOR FIVE YEAR PERIODS (1900-1955)

Year	Negro				White							
	Professional Certificate	General Elementary	Primary License	Normal	Professional Certificate	General Elementary	Primary License	Normal				
1900	0	0	0	12	0	0	0	33				
1905	No Data Available				No Data Available							
1910	0	19	1	0	0	0	49	30				
1915	No Data Available				No Data Available							
1920												
Year	Professional	Provisional	Old Form High School License		Professional	Provisional	Old Form High School License					
1925	28	10	1		80	125	3					
1930	34	18			193	186						
1935	17	60	10		165	251						
Years	Professional					Li- cense	Professional					Li- cense
	5 Years	4 Years	3 Years	2 Years	1 Year		5 Years	4 Years	3 Years	2 Years	1 Year	
1940	2	43	18	22	5	3	0					
1945	2	100	102	4	4	8	43	338	41	42	3	8
1950	15	84	7	2	0	1						
1955	28	87	6	2	0	0						

with the Professional certificate, 125 with the provisional and 3 with the high school license. The period 1930 still showed improvement for both races. There were 34 Negro teachers with professional certificates and 18 with provisional. There were 193 white teachers with Professional and 186 with Provisional certificates. During the period 1935 there were 17 Negro teachers with Professional certificates, 60 with Provisional certificates and 10 with High-school licenses. There were 165 white teachers with Professional certificates and 251 with Provisional certificates.

During the forties, teachers certificates were changed again. This time the types of certificates were based on the amount of college training according to years. They were to be graded from the 1 year to the 4 years Professional. The five year professional certificates were issued only to persons with the Masters' Degree. During 1940 there were two Negro teachers in Fulton County with the five year certificate, 43 with the 4 year professional, 18 with the 3 year professional, 22 with the 2 year professional, 5 with the one year professional and 3 with teaching licenses. The data on the white teachers weren't available for this period. During 1945 the Negro teachers were continuously upgrading their certificates. There were still 2 teachers with the 5 year Professional certificate, 100 with the 4 year Professional certificate, 102 with the 3 year Professional, 4 with the two year certificate, 4 with the one year professional and 8 with licenses. There were 43 white teachers with the five year certificates, 338 with the four year certificates, 41 with the 3 year certificates, 42 with the two year certificates, three with the 1 year certificate and 8 with licenses. During the period 1950 there were 15 Negro teachers with the 5 year professional certificate,

84 with the 4 year professional, 7 with the three year professional, 2 with the 2 year professional and one with the one year professional.

The period 1955 there were 28 Negro teachers with the 5 year professional certificate, 87 with the 4 year professional, 6 with the 3 year professional, 2 with the 2 year professional.

According to the data in Table 9, the Negro teachers have steadily improved themselves academically in order to meet the qualifications for certification. From 1900 when Negro teachers held only the Normal license, they have upgraded their certificates so that in 1955 only 8 Negro teachers in Fulton County were not graduates of a four year college. Twenty-eight teachers had completed 5 years college or the Master's Degree.

Curriculum Offerings.-- The curriculum of the early schools included a little more than the three R's. Later it included spelling health, geography, United States History, government, finally art, health education, physical education, music, elementary science, and agriculture.

The curricular offerings were divided into two sections - those offered before the unit idea was incorporated into the Negro Public School system and those following the acceptance of the unit idea. Curricular offerings before the unit idea were (a) In the primary department were reading, language, numbers arithmetic word drill, copy work, music, art and health, (b) In the intermediate and junior high departments they were spelling, arithmetic, reading, geography, writing, English, history, composition, drawing and handicraft, (c) In the high school the curricular offerings were business arithmetic, algebra, chemistry, botany, general science, physics, geometry, English, Spanish, latin, stenography, sewing, home science and manual training.

Curricular offerings after the unit idea, in the primary department

of the elementary school they were remedial reading, writing numbers, story telling, work periods, broad unit work, work on skills, music, fine arts rhythm, creative writing, dramatics, literature science, physical education, health science and art appreciation. (b) In the intermediate and junior high they were language arts, spelling, writing, history, mathematics, science, geography, English, literature, citizenship, arts and craft, physical education, athletics-serving music, recreation and choir, reading oral expression, nature study, music art, art writing, study council. (c) In the high school they were English, World history, American History, government, health, physical education, sociology, economics, world geography, mathematics, algebra, plans, choir, band, geometry, physics, biology, chemistry, general science, home economics, building trades, radio and automobile mechanics.

Curriculum.-- The curriculum in the Negro schools in Fulton County is, in general, academic in character. For students who want to concentrate on vocational or occupational training, the George Washington Carver School, owned and operated jointly by the City of Atlanta and the Fulton County Boards of Education, offers varieties of training. Acquiring this school and establishing such a center is perhaps one of the highlights in the Fulton County Curriculum expansion program, for it was Fulton County's "brain child." Although Atlanta has recently assumed a majority interest in the investment, having absorbed the territory under the Plan of Improvement, the Fulton County high Schools still furnish a substantial pro rata share as indicated in the pro-rata cost to Carver for one year, 1949-1950 at \$14,338.12.¹

¹

Supplied by J. D. Wootan

Secondary Schools.-- The development of Negro high schools in Fulton County had been condensed from the many elementary feeder schools into fully accredited high schools. Such plans at Hunter Hills in West Atlanta grew into the Henry McNiel Turner School completed in 1950 at a mammoth cost to the County only to be transferred to the Atlanta School System under the Plan Of Improvement. The East Point Colored School, later known as South Fulton High School (name changed in 1954 to conform to the policy of the Board; that schools represent areas), is Fulton County's provision of secondary education for Negroes after years of continuing effort on the part of an alert administration and on the part of the Negroes themselves.

In June, 1950, South Fulton High School graduated its first seniors, a class of twenty. The graduates finished on the 7-4 plan, for the change to the 7-5 plan effective 1946 elsewhere in Fulton County White High Schools was not made at South Fulton until a year later.

Pioneer Leaders.-- Fulton County has always had competent Negro leadership in Education. Some of these persons responsible for the guidance, and improvement of Negro education are: Mrs. Camilla Weems, Miss Maggie Perry, Mrs. Ora Holt, Miss Evelyn Spain and Mrs. Ida Prather. Mrs. Weems was the first supervisor of Negro education of Fulton County. Her service was financed under the Spelman Board of Education. She came to Fulton County in July 1913 and served until June 1919. Miss Maggie Perry came to Fulton County in the fall of 1919. Her services was also financed under the Spelman Board of Education. In 1925 Miss Perry became the first Jeanes' Supervisor and served in that capacity until her retirement in 195 . Mrs. Ida Prather made great contributions to the educational growth of boys and girls in Fulton County, first as a teacher

and then as a Principal. Mrs. Prather was instrumental in encouraging teachers to continue studying for academic improvement through her organization of Fulton County teachers first into a teachers organization which later became affiliated with the American Federation of Teachers.

CHAPTER III

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Introduction.-- This chapter is designed to present the summary, conclusions and implications that were derived from the presentation and analysis of data in chapter two.

Restatement of the Problem.-- The problem involved in this study was to trace the development of Negro education in Fulton County, Georgia during the period of 1900-1955.

Restatement of Purposes.-- The major purpose of this study has been to give an account of the development of Negro education in Fulton County, Georgia for the period of 1900-1955. The specific purposes of this research were as follows:

1. To determine the historical setting of Negro education in Fulton County, Georgia for the period 1900-1955.
2. To determine the leaders and their contributions to Negro education in Fulton County, Georgia for the period 1900-1955.
3. To determine the status of Negro educational personnel in the schools of Fulton County, Georgia during the period 1900-1955.
4. To determine the development of plants and facilities of the school for Negroes in Fulton County, Georgia for the period 1900-1955.
5. To determine the trend of curricular offerings in the Negro schools of Fulton County, Georgia for the period of 1900-1955.
6. To determine the enrollment and average daily attendance on the Negro schools of Fulton County, Georgia during the period 1900-1955.

7. To determine the educational trends in the development of the Negro schools of Fulton County, Georgia.
8. To determine the trends of certification and qualification of the teachers in the Negro schools of Fulton County, Georgia.

Definition of Terms.-- The significant terms which were used throughout this study are characterized in the statement to follow:

1. The term, "County School System" refers to the unit of public schools within a political county supervised and directed by its own administrative personnel.
2. The term, "educational personnel" as used in this study, refers to all of the teachers, principals, and supervisors together with the superintendent and school board members whenever possible.
3. The term, "Curriculum" as used in this study, refers to all of the experiences and activities in the program of the school under its immediate direction and guidance.
4. The term, "Fulton County" as used in this study, refers to all of the geographic area known as Fulton County with the exclusion of the area designated as the City of Atlanta.

Locale and Research Design of the Study.-- Significant aspects of the locale and research design of this research are indicated in the statements to follow:

1. This study was conducted during the school years 1958-1959 and 1959-1960.
2. Research Method: The Historical and Normative Survey Methods of research were used to gather and interpret the data required in the conduction of this study.
3. Subjects: The subjects involved included school board members,

Educational personnel and citizens directly concerned with the Negro Public Schools of Fulton County, Georgia during the period of 1900-1955.

4. Documents: The documents used in this study included: School records, Annual reports, Superintendent's annual reports and Records and minutes of the Fulton County Board of Education.

Summary of Related Literature.-- The summary of literature pertinent to this study is presented under the following captions: Plants and Facilities; Educational Personnel, Organizational Levels, Curricular Activities, Enrollment.

Plants and Facilities.-- Cocking¹ and Hooper studied 425 school buildings erected since 1945. They found a considerable range on size of site with 8.7 acres the average for elementary schools and 18.1 acres as the average for secondary schools. Elementary schools averaged 13 classrooms and the secondary schools has an averaged capacity of 726.

Eckel² found that plants were being built with methods of glare control, acoustical ceiling, plastered walls, green chalkboard, etc.

The trend in school plants is toward one-story building.

Enrollment.-- The factor of a markedly increased birth-rate and migration has influenced the rise in school enrollment.

The United States Office of Education predicted that the impact of the record number of births on the elementary school level will reach

¹ Walter D. Cocking and Robert L. Hooper, "America's Outstanding School Buildings, Built Since 1945," American School and University (New York: 1950), pp. 175-206.

² Howard Eckel, "Features of Outstanding Classrooms," American University, Twenty-Third Annual Edition (New York: 1951), pp. 175-206.

its peak during the year 1955.¹

Edwards² explained the high birth of 1940 as a result of "using up the backlog" of postponed babies borrowing from the future, and an age distribution favorable to a high birth rate.

Davis³ suggested that the increase in births might be explained in a sort of natural selection, and an altered social view with respect to desired family size.

The United States Census of 1950 reports that:

The increase in the enrollment of the American Public School has doubled itself every ten years since 1890. This increase in the American Public School's enrollment is felt in all areas of the educational set up. Educators have striven through the years to solve the enrollment problem along with the many changes it has brought.⁴

In 1939-1940, there were relatively few classroom teachers who did not hold "regular" certificates for teaching in their respective states. During World War II, the number of persons employed who held substandard certificates 1 in 340 of the public school teachers. The proportion jumped to 1 in 7 by 1946-1947. The proportion declined steadily from year to year until it reached 1 in 15 in 1951-1952.

Financial support of the public school is derived from the following,

¹
United States Office of Education, Federal Security Agency, First Progress Report of the School Facilities Survey. Superintendent of Documents (Washington: 1952), p. 77.

²
Newton Edwards, "Educational Implications of Population Change," Elementary School Journal, 48 (January, 1948), pp. 250-257.

³
United States Office of Education, Federal Security Agency, First Progress Report of the School Facilities Survey. Superintendent of Documents (Washington: United States Government Printing Office, 1952), p. 77.

⁴
Ibid.

state local units, bond issues and property taxes, etc. Property tax constitute approximately 98 per cent of all local school revenue.

The curricular offering hasn't changed very much during the years. The basic courses are still centered around the three "R's" accompanied by certain courses set up by the local unit. The greatest changes are the time and arrangement of the courses....the core curricular idea. The curriculum has remained more static in the senior high school than at any other level in public education.

There are several patterns of organization for the American public school, namely; 8-4 plan, 6-3 plan, and K-7-5 or K-8-4 plan.

The enrollment in the public high school has been on the increase since 1890. It has doubled itself every ten years since that time except during World War II. There was a slight decline in the enrollment during World War II, but it increased immediately following the war. In this same consideration it is to be noted that the enrollment in the public elementary schools in America have shown tremendous increase during the past forty years. Socio-Economic factors that influenced the increase in the school population were birth, interval migration, World War II, changes in population, and income.

Summary of Data.-- The data pertinent to this study as collected, tabulated and analyzed are summarized in the following paragraphs:

Historical Setting

(Table 1)

The development of a high school for Negro Youth in Fulton County was initiated in 1928, thirteen years after the Founding of Fulton High School for White Students. From 1928 to 1931 there were no records

showing Negro attendance in High School from Fulton County. In 1929 students from Fulton County attended High School in Atlanta. In 1949 the Henry McNeil Turner High School was built in the Hunter Hills Section of Atlanta only to be transferred to the City of Atlanta the next year. In 1949-1950 four schools were consolidated at the East Point School which is now South Fulton High School.

School Plants

(Table 2)

The periods from 1900 to 1955 saw a great development in the number of school plants in Fulton County for Negroes. In 1900 there was eleven schools in Fulton County for Negroes but only one was owned by the County. In 1905, however the county owned 14 Negro schools. The number of schools increased at an average of 2 per period so that by 1940 there were 39 Negro schools. The number of schools decreased from 39 in 1940 to 6 in 1955 because they were included in the Atlanta School System under the Plan of Improvement.

Pupil Population

(Table 3)

The five year periods from 1900 to 1955 had been marked with a steady increase in school population of Negro students. The total number of Negro students ranged from a low of 505 during 1900 to a high of 4,275 during the period 1945. Because of the Plan of Improvement by the City of Atlanta, the Negro population was reduced to 3,014 during the period beginning 1950 and has risen to 3,294 during the period 1955.

Enrollment by Grades

(Table 4)

There were no records on enrollment of Negroes in Schools in Fulton County from 1900 through 1910. During the period 1915 Negroes were enrolled in grades one through seven while white students were enrolled in grades one through nine. The periods beginning 1920 through 1930 showed no changes in grades added to Negro schools. However, for the same periods white students were enrolled in grades one through eleven indicating the addition of the tenth and eleventh grades. During the period 1935 Negro students in Fulton County were enrolled in grades one through eleven indicating the addition of grades 8 through eleven. During the period 1950 grades both white and Negro students were enrolled in grades 1 through 12.

Population

(Table 5)

From 1900 through 1950 the number of whites has always been more than twice the number of Negroes in Fulton County. Both races have steadily increased yearly, showing an increase in birth-rate and/or steady migration of people into Fulton County. The Negro population has increased from 45,532 in 1900 to 145,182 in 1950. The white population has increased from 71,776 in 1900 to 328,390 in 1950.

Student Transportation

(Table 6)

A regular transportation system for Negro students to school developed in 1947-1948. Milo Fisher operated public bus to East Point from Fairburn, Palmetto, Little Grove and Red Oak. Before that time-in 1946-1947 bus operations for Negro students was only to transport students to the Old

Campbell County School. By 1949-1950, there were two public buses and three private cars used to transport Negro students to schools in Fulton County.

Attendance

(Table 7)

There were no records of attendance for Fulton County schools for the periods 1900 and 1905. The total attendance of Negro students ranged from a low of 1,069 in 1910 to a high of 5,285 in 1950. The white students attendance ranged from a low of 2,854 in 1910 to a high of 27,788 in 1950. From the standpoint of percentage average daily attendance, the attendance of Negro students has steadily increased from 71.46 per cent in 1910 to 95.88 per cent in 1940. The white student's attendance has increased from 7231 per cent in 1910 to 95.25 per cent in 1920 and then declined to 82.81 per cent in 1940. The percentage attendance could not be calculated for the remaining three periods because the data were not included in the Superintendents reports.

Teachers

(Table 8)

The period from 1900 through 1955 showed a slow but progressive step in the number of teachers involved. This number has increased from 15 in 1900 to 155 in 1950. From 1900 through 1930 there were no Negro teachers assigned above the seventh grade. During the period 1935 there were 2.3 teachers assigned to the 8th and 9th grades. From 1940 through 1950 the number of Negro teachers increased in both the elementary and the high schools. However, during the period 1955 the number of elementary teachers decreased and the number of high school teachers increased.

The decrease in elementary teachers came about because some of the schools were annexed to the Atlanta school system under the city's Plan of Improvement.

Teachers' Certification

(Table 9)

Negro teachers in Fulton County have steadily improved themselves academically in order to meet the qualifications for certification. From 1900 when Negro teachers held only the normal license, the Negro teachers have upgraded their certificates yearly so that in 1955 there were only 8 Negro teachers in Fulton County who were not graduates of a four year college. Eighty-seven teachers held the four year professional certificate and twenty-eight had completed the 5 year college for the Masters' Degree and holds the 5 year Professional Certificate.

Curriculum.-- The curriculum in the Negro schools in Fulton County was and is in general, academic in character. For students who wanted to concentrate on vocational or occupational training, they were sent to the George Washington Carver's School which was owned and operated jointly by the City of Atlanta and the Fulton County Board of Education.

Pioneer Leaders.-- Fulton County has always had competent Negro leadership in Education. Some of these persons who were responsible for the guidance and improvement of Negro education were: Mrs. Camille Weems, Miss Maggie Perry, Mrs. Ora Holt, Miss Evelyn Spain and Mrs. Ida Prather.

Conclusions.-- A careful analysis of the basis findings of this research warrants the following conclusions:

1. Fulton County School Board and Negro leadership have worked cooperatively for providing educational opportunities together with

the provisions of plants and instruction for Negro Youth.

2. The few Negro students desiring high school training attended school in Atlanta at the expense of the Fulton County Board of Education. It was not until 1932 that sufficient enrollment warranted a High School Program in Fulton County.
3. The Teaching-learning experiences of the Fulton County Negro schools were developed from the same curriculum program provided the white high schools.
- 4 Throughout the periods 1900 through 1955 there was a continuous upgrading of Negro teachers professionally and adademically.
5. The School Board has increasingly made provisions for plants and facilities for Negro students.

Implications.-- The implications derived from the interpretation of the finding of this research are:

1. Fulton County, like the State of Georgia, did not provide Secondary education for Negroes from 1900 through 1930. Those attending high school went to private schools associated with colleges and churches.
2. The aftermath of World War II made Fulton County provide Secondary education for all of its students.

Recommendations.-- As a result of the findings of this research, the following recommendations are made:

1. That the teachers (Negro) of Fulton County continue to upgrade their certificates and professional training until each has the Masters' degree.
2. That a study be made to explore the basic reasons why the greater percentage of Negro youth fail to finish or continue high school.

3. That a study be made to ascertain transportation difficulties of students in order to increase the enrollment at the two county schools.
4. That the teachers and parents work cooperatively in improving the enrollment and the attendance of students in Fulton County.

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